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ABSTRACT

This study attempts to determine the effect of sequential language programs on motivating students to remain enrolled in their programs. Two language programs in the State of Utah are compared in these areas: (1) philosophy of articulation, (2) sequence of courses, (3) textbooks used, (4) registration procedures, (5) statement of FLES program, (6) qualifications of the District 1 Coordinator and the District 2 Supervisor, (7) role of districts' Directors of Secondary Education, (8) travel-study policy, and (9) summary of supervision modes in District 1 and District 2. The results of student data from districts and schools include (1) Spanish grade-point average (GPA) and grade-level dropout comparisons, (2) comparisons of districts and schools, (3) comparisons of reasons for dropping out of Spanish, for beginning Spanish, or for continuing Spanish, and (4) results. It was determined that the most frequent reason for dropping out of either program was dislike of teaching methods. Conclusions and recommendations are discussed. Questionnaires used in gathering data are appended, and a bibliography is included. (RL)

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A COMPARATIVE STUDY OF FOREIGN LANGUAGE PROGRAMS IN TWO ADJACENT SCHOOL DISTRICTS IN THE STATE OF UTAH AND THEIR EFFECTS ON THE DROP-OUT RATE

A Thesis

Presented to the

Department of Spanish and Portuguese Languages

Brigham Young University

In Partial Fulfillment

of the Requirements for the Degree

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Marilynne Lima

April 1973

A COMPARATIVE STUDY OF FOREIGN LANGUAGE PROGRAMS IN TWO ADJACENT SCHOOL DISTRICTS IN THE STATE OF UTAH AND THEIR EFFECTS ON THE DROP-OUT RATE

Marilynne Lima

Department of Spanish and Portuguese

M.A. Degree, April 1973

ABSTRACT

The following observations can be made from the data of this study compiled in 1970 and 1971. District 1 and District 2, although adjacent, have two diverse foreign language programs. District 1 is not as well coordinated as District 2. District 1 attracted more students in the first year of Spanish but had a higher drop-out rate after the first year. District 2 retained a larger percentage of students throughout the six years offered. In both districts, the trend was to take Spanish in junior high rather than in senior high. More students dropped out at the eighth grade level. A larger percentage dropped out after the first, second or third year of study with a GPA in the C range. Those in the D, F range did not continue after the second or third year. The GPA moved into the A, B range in the fourth, fifth or sixth year of study. A significant number of students dropped out at each grade level with a GPA in the A, B range. The most frequent reason for dropping out at any level was dislike of the teaching methods. The main reason for taking Spanish was an interest in the language. Those who continued in the program did so mainly because they liked the language.

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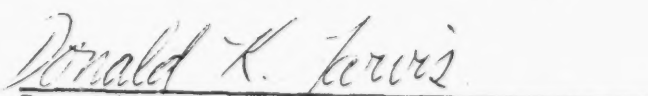

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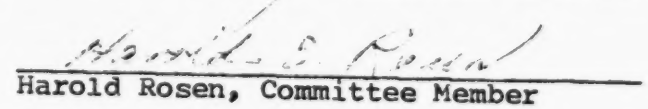

Harold Rosen, Committee Member

M. Carl Gibson, Department Chairman

This thesis, by Marilynne Lima, is accepted in its present form by the Department of Spanish and Portuguese Languages of Brigham Young University as satisfying the thesis requirement for the degree of Master of Arts.

Donald K. Jarvis

Donald K. Jarvis, Committee Chairman

Harold E. Rosen

Harold Rosen, Committee Member

August 14, 1972
Date

M. Carl Gibson

M. Carl Gibson, Department Chairman

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CHAPTER I

INTRODUCTION

The Problem as Reviewed in Literature

The drop-out rate in foreign languages has always been disturbing to those in the position of teaching or of supervising such classes. Notwithstanding the usual reasons, i.e., teacher-student personality problems, poor English ability, and other more appealing subjects, one wonders whether the kind of organization of the foreign language curriculum would tend to influence students to discontinue their foreign language study.

The problem of the drop-out rate, articulation of courses, and supervision of programs in the foreign language curriculum has been the subject of many studies in the last decade. One study indicated that, of those students entering a first year foreign language class in 1962, less than 7 per cent continued on to a fourth year class in 1965.[1] Another study showed that in these languages, Spanish, French, German, Italian and Latin, less than a tenth of those students who had begun their foreign language study in the fall of 1962

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[1]Caroline Teague and Hans Rutiman, Foreign Language Offerings and Enrollments in Secondary Schools, 1965 (New York: Modern Language Association, 1967), p. 14.

continued on to the fourth year.[2] Grittner showed that, of the academically talented students who started foreign language in elementary or junior high, more than 90 per cent discontinued language training by the end of the third year, thus creating a gap of several years between their last foreign language class and entrance to the university.[3] In 1970, Brod discovered that, "The rate of growth at all levels (though not uniformly in all languages) has fallen behind the rate of institutional growth."[4]

It has been estimated that 10,000 hours of instruction are needed to efficiently speak a second language. This is equivalent to approximately six years of one hour per day formal language study in school.[5] In the high school of today, 30 per cent of those entering a first year class continue on to the second year; 15 to 20 per cent of these continue on to the third year; and 4 to 5 per cent of the remaining students continue on to the fourth year.[6] Of 100

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[2]Glen Willbern, "Foreign Language Enrollments in Public Secondary Schools, 1965," Foreign Language Annals, I, No. 3 (March, 1968), 242.

[3]Frank M. Grittner, "A Focus Report: Maintaining Foreign Language Skills for the Advance Course, Dropout," Foreign Language Annals, II, No. 2 (December, 1968), 205.

[4]Richard I. Brod, "Trends in Foreign Language Enrollment," The Britannica Review of Foreign Language Education, II, ed. by Dale L. Lange (Encyclopaedia Britannica, Inc., 1970), 342.

[5]William E. Bull, "Trends in Language and Teacher Training," Utah Foreign Language Speaker (December, 1969), p. 3.

[6]Ibid., p. 3.

students beginning level one, only six continue on to level four.[7]

In 1967, Glatthorn and Edwards revealed in their study that the main reasons for not continuing Spanish IV and French IV were due to scheduling problems, to low grades in language courses, and to college requirements already met. Dislike of the teacher or methods was not a factor for dropping out. The authors recommended that data from other high schools be gathered to see if similar situations existed, that universities and colleges be given the opportunity to work with high schools, and that a flexible schedule be adopted for those dropping out to maintain contact with the language.[8]

A study made by Papalia in 1970 showed that foreign language students dropped out because the language was too hard, they preferred another subject, they were not interested in the language, the counselor advised them to drop, and they did not like the teacher. The highest drop-out rate seemed to occur during the second level of study.[9]

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[7]Lorraine Strashein, "Foreign Language: Part of a New Apprenticeship for Living," The Bulletin of the National Association of Secondary School Principals, LIV, No. 342 (January, 1970), 87.

[8]Allan A. Glatthorn and Pauline Edwards, "Survey of French III and Spanish III Students Not Planning to Study French IV or Spanish IV," Arlington High School North Campus: U.S. Department of Health, Education and Welfare (May, 1967), pp. 5-8.

[9]Anthony Papalia, "A Study of Attrition in Foreign Language Enrollments in Four Suburban Public Schools," Foreign Language Annals, IV, No. 1 (October, 1970), 62.

Torres, et al., examined eight reasons for students not continuing in foreign language study. It was found that in 1970 the main reason for dropping out was that student goals might change drastically in the years they were in high school. Other reasons were: (1) that teacher expectations might be so unreasonable as to foster discouragement in the students, thus resulting in push-outs rather than drop-outs, (2) that foreign language preparation of the teacher might be inadequate for him to teach the higher levels, (3) that methodology might be a hindrance for achievement of the students' goal (for example: too many writing assignments instead of practical speaking experiences), (4) that the administrators' procedures of hiring foreign language teachers might be at fault, (5) that counselors might not know the importance of foreign language in the education, (6) that parents might reflect their own attitude in remarks to their children or might not understand what the teacher was doing, (7) that teacher-training institutions might be concerned with training student teachers to teach literature instead of the basic skills of a foreign language. The article also listed possible solutions for each of these reasons.[10]

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[10]Edgardo E. Torres, et al., "Foreign Language Dropouts: Problems and Solutions. An Examination of the Reasons Why Students Do Not Continue Foreign Language Instruction and a List of Suggested Solutions to the Problem," San Leandro Unified School District: U.S. Department of Health, Education and Welfare (1970), pp. 1-5.

Would an articulated, well-supervised program in foreign language from seventh through twelfth grades have an effect in reducing the drop-out rate? Hanson, in his study, has defined articulation as the process whereby a student goes from elementary school through junior high school and senior high school to college "with the greatest continuity of level of materials used, and the greatest standardization of expectations and goals.[11]

The responsibility of administering the foreign language program is placed on the teacher and the district personnel to evaluate the programs of all schools in the district and to know university requirements for placement of foreign language students according to their proficiency. The same idea is stated by Skoczylaz who said that not only should the teacher and his department chairman be involved in decision-making procedures of articulation but that the counselors, district personnel, teacher-training institutions, state legislatures, and the state department of education all should be in communication in order to build an on-going, well-articulated foreign language program.[12]

As early as 1960, Conant recommended continuing programs be set up to improve the foreign language teaching

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[11]Howard L. Hanson, "Clues to Articulation," Illinois Journal of Education, LIX, No. 3 (March, 1968), 32.

[12]Rudolph Skocylas, "Foreign Language Articulation: Kindergarten through College," Gilroy Unified School District, U.S. Department of Health, Education and Welfare (February 18, 1967), p. 3.

and to increase the holding power of students in foreign language curriculum.[13] A study in 1966 conducted by Probst of articulation in Utah secondary schools revealed that foreign language teachers felt most acutely the need for sequential programs but had little authority or means to implement it in the curriculum.[14] Many districts, it seemed, were satisfied only to say that foreign language was being taught, and district personnel were too far removed from the program to feel concerned about it. Many teachers also felt that articulation could only come with the hiring of a district supervisor. This study also brought out the need for articulation through the use of identical textbooks in each school.[15]

Taylor, in his study on sequence, continuity and articulation of foreign language programs in Ohio, recommended that there be an extension of the sequence of all programs, an increase in percentage of students studying foreign language with a retention of these students in the advanced courses, a provision made of a supervisor of foreign language programs, a uniformity of textbooks and teaching methods, and a coordination of language programs within a

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[13]James B. Conant, Recommendations for Education in the Junior High Years (Princeton, N.J.: Educational Testing Service, 1960), p. 18.

[14]Glen Wilson Probst, "An Analysis of Trends and Teacher Problems in Foreign Language Instruction in Public Secondary Schools of Utah" (unpublished M.A. thesis, Brigham Young University, 1966), p. 13.

[15]Ibid., pp. 17-19.

district. The implementation of these recommendations would help to retain more students in the foreign language programs.[16]

Arthur C. Wiscombe, Superintendent of the Salt Lake City School District, has said, "The foreign language program will be relegated to a role of mediocrity if strong leadership is not provided at the district level," but that "the teacher is and will remain the key issue in the articulation of foreign language instruction."[17]

McKim in a report on articulation to the Indiana College-High School Foreign Language Teacher Regional Conference felt that to achieve effective articulation, the following should be done: (1) determine the linguistic achievements expected at the end of each level of instruction, (2) add supervisory personnel to help in this evaluation, and (3) implement scheduling flexibility to counteract dropping-out.[18]

Wood in his study of student attitudes toward foreign

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[16]James S. Taylor, "Length of Sequence, Continuity, and Articulation in the Teaching of Foreign Languages in Ohio" (unpublished Ph.D. dissertation, The Ohio State University, 1967), Dissertation Abstracts, Vol. XXVIIIA, No. 3 (Ann Arbor, Michigan: University Microfilms, Inc., 1967), p. 886-A.

[17]Arthur C. Wiscombe, "Language Articulation Problem as Viewed by a Superintendent," Articulation of Foreign Language Instruction in Utah, Monograph III (Salt Lake City, Utah, 1967), p. 22. (Mimeographed.)

[18]Lester W. McKim, "Blueprint for Greater Foreign Language Articulation," a report on Indiana College-High School Foreign Language Teacher Regional Conferences, U.S. Department of Health, Education and Welfare, May, 1965, p. 21.

language in Utah showed that language study was not relevant to today's student.[19] One of the greatest concerns of students is to make school more relevant, more interesting and more compatible to their specific needs. In foreign language study, the students want, above all other skills, to be able to communicate in the language and to be able to understand the culture of the people whose language they are learning.[20] Yet, they want this language experience to be practical in their lives for travel, for student exchanges, or for work opportunities. Many foreign language students, not finding their goals met, drop out of the program.

Articulation of a course of study may assume that provision will be made for the student who is a potential drop-out. The above cited studies indicate that most drop-outs occur after the second year. They have consistently said also that drop-outs may be due to scheduling problems, low grades, difficulty of the language, excessively high teacher expectations, college requirements met, and methodology's being a hindrance to student goals. All the above are concerns of articulation which can be accomplished only under good supervision. These problems will have to be overcome to assure the potential drop-out a better place in the program.

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[19]Lynn T. Wood, "A Study of Student Attitudes Towards Foreign Languages in Public Secondary Schools of Utah" (unpublished M.A. thesis, Brigham Young University, 1972), p. 30.

[20]Ibid., p. 27; John B. Carroll, "Modern Languages," Encyclopedia of Educational Research, ed. by Robert L. Edsel (1969), p. 870.

Pimsleur, et al., have studied the problem of articulation and drop-out in foreign languages from the viewpoint of the under-achiever in foreign language learning. He felt that there was an acute need for coordination of foreign language programs between junior high and senior high. His study of grades earned in second-year classes showed that the lower grades were made by students who had made the transition from junior to senior high. Those students who had remained both years in the same school either in junior high or in senior high received higher grades.[21]

Statement of Purpose

No one, it seems, has studied the drop-out rate in foreign language programs from junior high to senior high in Utah nor compared the effect of a coordinated program with an uncoordinated one. Therefore, this study was initiated to see whether a sequential program has any effect on keeping students longer in a foreign language program.

The objectives of this study were to determine the drop-out rate in Spanish from junior high to senior high in two districts in the state of Utah, to study the reasons for this drop-out, and to compare these two districts as to the kinds of foreign language programs each offers.

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[21]Paul Pimsleur, Donald M. Sundland, and Ruth D. McIntyre, Under-Achievement in Foreign Language Learning (Columbus, Ohio: The Ohio State University Research Foundation, 1963).

Hypotheses

The district that has a well-articulated program would be expected to retain a larger percentage of students in its Spanish program. The district that has poor articulation would be expected to have a higher drop-out rate.

Procedures of the Study

This study compared foreign language programs in two different, but adjacent, school districts in Utah for the purpose of finding out the effects of well-supervised and articulated programs or the lack of these on the drop-out rate from the Spanish programs in both districts by working with the supervisory personnel and the pupil personnel of the districts. The permanent record cards of all Spanish students in six high schools, three from each district, were examined. The districts are designated District 1 and District 2. The schools in District 1 are designated as A1, B1 and C1 while the three schools in District 2 are designated as A2, B2 and C2.[22] A comparison of the drop-out rate, the reasons for dropping and/or continuing Spanish, and the grades received in the language was made not only of the two districts, but of Schools A1 and A2, B1 and B2, and C1 and C2. The schools were paired according to the

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[22]In giving permission for this study to be done, both District 1 and District 2 specifically requested not to be identified. Nor would they allow the schools within their districts to be named. For this reason, these districts and schools were given numbers. Grateful acknowledgment is given to these districts for permitting research to be done.

approximate age of the school, the community it serves, and the economic level and intellectual background of the persons residing within each school boundary. Students who participated in this study were limited to those who had taken Spanish at any time during their secondary school years, grades seven through twelve, or who were then taking Spanish.

Source of Data

To determine the reasons why these students dropped their study of Spanish, a questionnaire was given to each student in his senior English class in May of 1970. Since, in all high schools but one, every student was required to take senior English, the questionnaire was administered by the English teacher in his class, thus ensuring an adequate return of the questionnaires. However, those students who were absent did not fill one out. In the one school where senior students were in other subjects such as humanities, debate, drama, or foreign language in place of senior English, the questionnaire was administered by the senior counselor in his office to only those seniors who had taken Spanish in either junior or senior high school.

Also, data from the senior counselors' files in each school were gathered showing the number of students who took Spanish, at which year each student began his study, at what level he dropped it, and the grade-point average he carried throughout his Spanish courses. The results of this information will be discussed in Chapter III as well as the

results of the questionnaire.

The type of foreign language program offered in each district was determined by personal interviews in 1971 of the foreign language coordinator or supervisor of each district and the directors of secondary education for the purpose of finding out the courses and levels offered in Spanish; the methods of articulation, if any, used to ensure a sequence and continuity of the language study program; the supervision of the district programs; and the textbooks used for teaching.

Definition of Terms Used

The following terms which were used in this study are defined below:

1. Articulation refers to continuity of programs to achieve orderly progression from one level to the next.

2. Attrition refers to a decline in enrollment from one level to the next.

3. District Pupil Personnel are the following: The Senior Counselors in the various high schools.

4. District Supervisory Personnel are the following: The Foreign Language Coordinator or Chairman in District 1. The Foreign Language Supervisor in District 2. The Directors of Secondary Education in both districts.

5. Drop-out refers to those students who for any reason discontinued their study of Spanish after having begun it on any level.

6. GPA refers to the average grade point of each year spent in Spanish study.

7. Junior High in both districts refers to grades seven through nine located in the same building.

8. Level refers to the first through the sixth years of Spanish as may be offered in the secondary schools of each district.

9. Senior High in both districts refers to grades ten through twelve located in the same building.

Evaluation of the Study

This study should be of value to the districts and schools involved. To be successful, a foreign language program must be aware not only of its successes but of its failures. This study would make a definite contribution to each district in analyzing, evaluating, and improving these programs by providing them with specific causes of those dropping-out and of those continuing in the program. The comparison of the two foreign language programs would be of benefit in showing the strengths and the weaknesses of the existing programs, i.e., in articulation, course offerings, textbooks, teaching and supervision. The study would also be interesting to anyone who is involved in foreign languages in any capacity. It is to be hoped that those working in this area in both districts will decide that "foreign languages are important, then . . . teach them with vigor and excellence."[23]

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[23]Bull, "Trends in Language and Teacher Training," p. 24.

CHAPTER II

EVALUATION OF THE FOREIGN LANGUAGE PROGRAMS IN DISTRICT 1 AND IN DISTRICT 2

In the summer of 1971, the evaluation of the foreign language programs of the two different but adjacent school districts was undertaken. Personal interviews were held with the foreign language specialists of each district and the directors of secondary education.[1] These interviews centered around articulation of foreign language programs, sequence of courses, textbooks, registration procedures, FLES programs, qualifications and roles of district foreign language specialists, and contributions of district directors of secondary education to the foreign language programs. Information on descriptions of the Spanish programs was also gathered from the districts' handbooks for students of junior high and senior high and from the individual schools' course descriptions for Spanish.

Philosophy of Articulation

In studying these two school districts, one major idea seems to have emerged: that the teaching of foreign languages is important to both districts. However, District 1 has not

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[1] A copy of this questionnaire may be found in Appendix A.

adopted the concept of articulation in all schools from junior high through senior high, although some foreign language teachers and their chairman have worked toward this goal. At this time there is also no full-time district supervisor nor is there a statement of philosophy as to the value of foreign language in the curriculum.

District 2 has endeavored to eradicate the idea that foreign language in the curriculum has been a "step-child," subject to the whims of the budget, to the more important required courses, and to the indulgence of the administrators both in the district and in the schools. This school district has formed an articulated program through the combined efforts of the district supervisor, the director of secondary education, and the foreign language teachers.

A written statement of this district's philosophy states that foreign language study is a long process of learning involving four skills: hearing, speaking, reading, and writing; that the audio-lingual approach of teaching is to be used but in such a manner that the student goes from one sequence to the next with understanding; that the teacher may use any variety of teaching techniques that makes sense to the student; that the student may hopefully incorporate his foreign language skills and learning into independent study; and that the culture gained from foreign language study may lead the student to the point of becoming bilingual and bicultural.

Sequence of Courses

To gain proficiency in a foreign language, a student must begin early in his school career to attain this goal. District 1 offers Spanish in the seventh grade, but not in all of the five junior high schools. There is the possibility of only four years of study, many times of mixed, advanced classes of two to three levels; although, on occasion, some schools offer the fifth and sixth year of study. In the District Handbook for Secondary Students, Spanish is labeled 1A for grades seven, eight, and nine, and 1B for grades eight and nine. Although senior high school courses are labeled Spanish I, II, III, and IV in the handbook, one high school has labeled Spanish as Beginning, Intermediate and Advanced. There is some sequence of courses from junior high to senior high school, but there is no syllabus to guide the teachers as to what is to be covered in a given level, nor is there an identical textbook used in all schools. However, according to the coordinator, the teachers are trying to achieve continuity "through the use of a variety of textbooks."

In District 2, the levels of Spanish are the same for all junior and senior high schools and can be tracked as follows:

Junior High	Track I	Track II	Track III
Grade 7	Spanish 1		
Grade 8	Spanish 2	Spanish 1	
Grade 9	Spanish 3/4	Spanish 2	

Senior High	Track I	Track II	Track III
Grade 10	Spanish 5/6	Spanish 3/4	Spanish 1/2
Grade 11	Spanish 7/8	Spanish 5/6	Spanish 3/4
Grade 12	Spanish 9/10	Spanish 7/8	Spanish 5/6

(available in 1972)

Spanish courses 1 and 2 in junior high are equivalent to Spanish 1 in senior high. These junior high courses consist of more oral practice.

If there are not enough pupils to justify any of the above levels of Spanish, it will not be taught in any particular school. However, all junior and senior high schools conform to the above tabulation showing the sequence of courses, even though on the higher levels there may be mixed classes of two levels. There can be, therefore, six years of Spanish or the equivalent of the 10,000 contact hours mentioned earlier by Bull.[2] Since articulation is achieved through the use of the same text in each school and through the aforementioned sequential chart for foreign languages, there is no need for a guide or syllabus on the district level to coordinate the different levels.

Textbooks Used

As previously mentioned in the study by Probst, there seems to be a need for articulation through the use of identical textbooks at each level throughout the district.[3]

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[2]Bull, "Trends in Language and Teacher Training," p. 3.

[3]Probst, "An Analysis of Trends and Teacher Problems," p. 13.

Even though the part-time coordinator in District 1 may, along with other teachers, recommend a series of standard texts in Spanish for all schools, it is not an enforceable district policy to adopt them. McGraw Hill, Holt Rhinehart, and other publishers are used at every level throughout the district.

In District 2, the supervisor has direct veto power on the adoption of any text, and all schools must order the one adopted. At this time, texts used in this district are the McGraw Hill series of all levels beginning with the seventh grade level through Spanish 7/8. Many supplementary readers and texts are used in the upper levels and are ordered from the approved list which has been agreed upon by a textbook committee of district foreign language teachers. Also, teachers may order other supplemental readers or materials not on the approved list if funds are available.

Registration Procedures

Both districts have student handbooks for junior and senior high schools which explain briefly the courses of foreign language offered, the credit given, and the goals the student might want to work towards when beginning a foreign language. In neither district is there a prerequisite for those students registering in the first Spanish course in the seventh grade.

In District 1, the sixth grade teachers may recommend the student for foreign language, or in the secondary schools

a B average in English or recommendation of the English teacher may be required before registering a student for a foreign language. The philosophy, however, is that all students may take a foreign language if they are interested in so doing since the opportunity is there for them.

In District 2, a policy statement for the registration of sixth grade students is sent to the principals and counselors of the junior highs and to the sixth grade teachers with guidelines to follow for those students interested in taking a foreign language. The district has taken the position that those who are A, B, or C grade students in language arts, who mimic well, memorize easily, and have dramatic ability should take a foreign language for they will undoubtedly do well. No remedial English students are allowed to take a foreign language. According to the Director of Secondary Education, however, many parents prefer their children to take a foreign language for values of prestige rather than for acquisition of culture or language.

Statement of FLES Programs

In both districts there are no Spanish programs in the elementary schools. Occasionally an individual teacher might teach Spanish in any given school, but this is a sporadic effort and not a district program.

Qualifications of District 1 Coordinator and District 2 Supervisor

Supervision in both districts of the foreign language program is maintained by a district-appointed person. In

District 1, the title used is coordinator of the foreign language program, although the title of chairman is preferred by this full-time teacher who has an educational background of a B.A. in Language Arts and Spanish and an M.A. in secondary education. This coordinator has chairmanned a new junior high English department, has initiated a Spanish program in a new senior high school, and, at the time of this study, teaches daily classes in Spanish, English, and humanities. This coordinator or chairman has no district status, but occasionally receives leadership pay for the in-service-training responsibility.

District 2 has a full-time foreign language supervisor whose background includes study in Latin, French, German and Spanish at the Universities of Toronto, Nancy in France, and Middlebury in Connecticut; includes foreign residence in France, Guatemala and Ecuador; includes teaching experience in both public and parochial schools at the secondary level in Canada, the United States, and Latin America in foreign language, English, teacher-training, demonstration schools, and T.V. French. This supervisor, who holds a Master's degree in French and a Supervisor's Certificate, has taught foreign language in the secondary schools of District 2.

Role of District 1 Coordinator and District 2 Supervisor

The role of the coordinator or chairman in District 1 is limited; the main job being that of communicating with the other foreign language teachers through a district meeting

held the third Tuesday of every month to which all foreign language teachers are required to come. There is no visiting of the schools, no authority to articulate the foreign language programs, and no consulting about the hiring of new teachers.

The role of foreign language supervisor in District 2 is varied and complex. The eleven-month, full-time job requires many hours devoted to developing curricula and selecting materials; to helping and critiquing new teachers; to coordinating diagnostic work and foreign language testing on the district level; to making the foreign language program function smoothly and efficiently; to being a consultant for anyone who needs help in this area; and to making policy statements for the district superintendents, members of the board of education, principals, counselors, and foreign language teachers.

This supervisor schedules meetings of the teachers of each language on the junior and senior high level separately at least twice a year to coordinate the programs in the schools, although the teachers are not required to attend. Whenever a vacancy occurs, the supervisor may act as a consultant for the hiring of the new teacher, and often, upon a principal's request, will interview the candidate in his language field. The supervisor also does some interviewing along with the district personnel at university campuses.

Role of District Directors of Secondary Education

District 1 has a director of secondary education while District 2 has a director of the junior high program and a director of the senior high and vocational program. The district directors felt that it was their specific responsibility to work with the foreign language teachers, with the district coordinator or supervisor and with the Utah State Foreign Language Specialist in planning and articulating foreign language programs. The director of the senior high and vocational program in District 2 also stressed that another responsibility was that of procuring teaching aids, materials, and supplies; of being a resource person; of making certain that the texts agreed upon were being used; of counseling parents and students as to the value of foreign language; and of coordinating interdisciplinary studies in the high schools that would include foreign languages for those who might be interested in government service or related fields.

Travel/Study Policy

A new policy issued by District 2 in March of 1971 will give the foreign language departments the opportunity to set up travel/study programs abroad during the summer, thus making the study of foreign language even more meaningful and attractive. As yet, District 1 has no policy governing this area of foreign language endeavor.

Summary of Supervision Modes in District 1 and 2

District 1 gives no status or authority to its foreign language coordinator or chairman. It does not have an articulated program from one level to the next. It uses different textbooks through all levels in all schools. It has no statement of philosophy on the importance of foreign language in the curriculum. It can be considered to have poor articulation.

District 2 has full-time district supervision, standardized textbooks, and statement of philosophy of foreign language in education. It can be considered to have a well-articulated program.

From teaching experiences in both districts, this observer has found that more students remain in the Spanish program in District 2 from junior high through senior high, and that teaching becomes more satisfying when a definite course of study is followed.

CHAPTER III

RESULTS OF STUDENT DATA FROM DISTRICTS AND SCHOOLS

Permission was granted by both districts for research to be conducted through the senior counselors' files in the six high schools to determine: (1) the number of students who had taken Spanish from grades seven through twelve, (2) how many years each had stayed in the program, (3) the grade level at which he dropped, (4) his GPA in Spanish, and (5) the reasons why he took and/or dropped Spanish or continued in the program. This information was gathered from the report cards in the students' permanent record files, charted and programmed through the Department of Survey and Research at Brigham Young University as were the results of the student questionnaire given in the senior English classes of all six schools.[1] This chapter is concerned with the compilation of that data.

Spanish GPA and Grade Level Drop-Out Compared

Table 1 allows us to see where the students had their study of Spanish in junior high and in senior high. Eighty percent took Spanish in junior high, and 30 percent took it

[1]This questionnaire may be found in Appendix B.

in senior high. The trend was to take Spanish in junior high rather than in senior high.

Table 1.--Total Number of Students Studied in Junior High and Senior High

Junior High			Senior High		
Years Taken	Number of Students	Percent	Years Taken	Number of Students	Percent
1	214	35.61	1	177	29.45
2	149	24.79	2	87	14.48
3	111	18.47	3	30	4.99
Total:	474	79.87	Total:	294	48.92
0[a]	127	21.13	0[b]	307	51.08
Total:	601	100.00	Total:	601	100.00

[a]Did not begin Spanish in junior high.

[b]Did not begin Spanish in senior high.

The overall picture shows that the greatest number of students make a GPA of 2.69-1.70=C (on a scale of 4.00-3.40=A, 3.39-2.70=B, 2.69-1.70=C, and 1.69-0.00=D, F). Table 2 shows the number in each GPA range. The GPA tends to be skewed to the right of a normal probability curve due to the fact that students who take the Spanish program tend to be in the upper quartile of academic ability. In other words, it is more difficult to achieve a C grade in the Spanish program than in the high school curriculum as a whole.

Table 2.--Number of Students in Each GPA Range

Spanish GPA	Number of Students	Percent
4.00-3.40 = A	144	23.96
3.29-2.70 = B	170	28.29
2.69-1.70 = C	209	34.78
1.69-0.00 = D, F	78	12.98
Total	601	100.00

More students tended to drop in the eighth grade and fewer students dropped out in the ninth grade. Seventh grade was comparable with the tenth grade and the eleventh grade, as shown in Table 3.

Table 3.--Grade Level of Final Drop-Out

Grade Level	Number of Students	Percent
Seventh	113	18.80
Eighth	134	22.30
Ninth	60	9.98
Tenth	104	17.30
Eleventh	107	17.80
Twelfth (no drop-out)	83	13.81
Total	601	100.00

According to Table 4, the highest percentage of students dropped out after the first year of study. Table 5 shows that students withdrawing were likely to have a GPA in the C range.

Table 4.--Total Number of Years Taken before Final Drop-Out

Years Taken	Number of Students	Percent
One	223	37.10
Two	169	28.12
Three	62	10.32
Four	51	8.49
Five	13	2.16
Six (no drop-out)	83	13.81
Total	601	100.00

Table 5.--Spanish GPA Compared with Final Drop-Out

GPA	Number of Students	Percent
No Response	83	13.81
4.00-3.40 = A	109	18.14
3.39-2.70 = B	122	20.30
2.69-1.70 = C	183	30.45
1.69-0.00 = D, F	104	17.30
Total	601	100.00

Table 6 seems to substantiate through the GPA that the greatest percentage of students are in the C range for the first, second, and third years only. In the fourth, fifth, and sixth years, the percentage tends to move into the A and B range. Of the students in the D, F range, 24.89 per cent began the study of Spanish decreasing to 8.21 per cent the second year and 4.29 per cent the third year with none of these students continuing on into the fourth, fifth, or sixth years. The statistics of District 1 and District 2 follow the same pattern as shown by Table 6 for both districts combined.

Table 6.--Total Number of Years Taken Compared with GPA

GPA	Percent					
	Number of Years Taken					
	1	2	3	4	5	6
4.00-3.40 = A						50.00
3.39-2.70 = B				35.94	41.18	
2.69-1.70 = C	32.49	39.49	38.57			
1.69-0.00 = D, F	24.89	8.21	4.29	0.00	0.00	0.00

Table 7 shows that the greatest percentage of students in each grade level, seventh through eleventh, was in the C or D, F range before the final drop-out of years one through five.

Table 7.--Year of Final Drop-Out and Grade Level Compared with GPA of Final Drop-Out

Year of Final Drop-Out	Grade Level of Final Drop-Out				
	Seventh	Eighth	Ninth	Tenth	Eleventh
Year 1	33.63	40.00	46.15*	46.43	44.12*
Year 2		36.36	43.75	40.00	38.24
Year 3			35.48	41.63	21.05
Year 4				36.36	42.86
Year 5					30.77

*These percentages are in the D, F range. All others are in the C range.

Districts and Schools Compared

The total number of students studied in both districts was 601. District 1 had 171 students and District 2 had 430 students. These were students who had taken Spanish sometime during their years in junior high and/or senior high for one or more years. Some had taken Spanish for all six years. (See Table 8.)

Table 8.--Total Number of Students Studied by District and by School

District	No. of Students	High School	No. of Students	High School	No. of Students
1	171	A1	78	A2	208
2	430	B1	30	B2	152
		C1	63	C2	70
Totals	601		171		430

Although Table 9 shows that, in both districts, the number of students tended to decrease in percentage by the number of years in the program, in District 1 more students took at least one year of Spanish than in District 2, but District 2 retained a larger percentage of students through the six years of study. In District 1, almost half dropped out after studying one year. In District 2, two-thirds took Spanish for more than one year. In District 1, the mean was 1.58 showing that the average years taken by students studied was one and a half years. Over 60 per cent of the students would average between less than a year to 2.4 years

in the program. In District 2, the mean was 2.36 with over 60 per cent of the students averaging between one year and nearly four years of study. The Chi-square for these two means was 0.001. In terms of the lower percentage of drop-outs in District 2, the Spanish program there must be considered more successful.

Most students took Spanish in junior high for one or two years in both districts. However, a greater percentage started the program in senior high in District 1 than in District 2, although District 2 seemed to have a greater retaining power when compared with the three years taken by those who started in senior high. There were 3.95 per cent in District 2 who remained in the Spanish program the six years of junior high and senior high as compared with 0.58 per cent in District 1. (See Table 10.)

Table 11 shows the number and percent of each high school as compared with the number of years taken in Spanish. When District 1 and District 2 are compared by schools, the comparison of Schools A1 and A2 (School A1 is in District 1 and School A2 is in District 2) shows that there was a total of 286 students studied with seventy-eight from School A1 and 208 from School A2. The average GPA was in the C range with the highest percentage dropping Spanish after one or two years in either junior high in the eighth grade or in senior high in the eleventh grade. Those students who were in the D, F range consistently dropped out after one or two years of study. School A1 attracted more students in the

Table 9.--Total Number of Years Taken by Students Studied in Districts 1 and 2 Respectively

Number of Years of Study	Number of Students	Percent of Total Students
District 1:		
1	99	57.89
2	52	30.41
3	15	8.77
4	3	1.75
5	1	0.58
6	1	0.58
Totals	171	100.00
Mean	1.58 years*	
District 2:		
1	138	32.09
2	143	33.26
3	55	12.79
4	61	14.19
5	16	3.72
6	17	3.95
Totals	430	100.00
Mean	2.36 years*	

*Significant at the 0.001 level.

Table 10.--Total Number of Years Taken in Junior High and Senior High

Years in Jr. High	Years in Sr. High	District 1		District 2	
		No. of Students	Percent	No. of Students	Percent
No response	No response	0	0.0	0	0.0
No response	One year	19	11.11	57	13.26
No response	Two years	6	3.51	42	9.77
No response	Three years	0	0.0	3	0.70
	Total	25	14.62	102	23.72
One year	No response	80	46.78	81	18.84*
One year	One year	10	5.85	22	5.12*
One year	Two years	5	2.92	8	1.86*
One year	Three years	0	0.00	8	1.86*
	Total	95	55.56	119	26.67*
Two years	No response	36	21.05	79	18.37
Two years	One year	10	5.85	13	3.02
Two years	Two years	2	1.17	8	1.86
Two years	Three years	0	0.00	1	0.23
	Total	48	28.07	101	23.49
Three years	No response	0	0.00	31	7.21
Three years	One year	1	0.58	45	10.47
Three years	Two years	1	0.58	15	3.59
Three years	Three years	1	0.58	17	3.95
	Total	3	1.75	108	25.12
		171	100.00	430	100.00

*This Chi-square is not significant at the 0.05 level. All others are significant at the 0.001 level.

Table 11.--High Schools Compared with Number of Years Taken by Number of Students

Years of Study	A1		A2		B1		B2		C1		C2	
	#	%	#	%	#	%	#	%	#	%	#	%
1	45	57.69	49	23.56	16	53.33	63	41.45	38	60.32	26	37.14
2	23	29.49	72	34.62	9	30.00	47	30.92	20	31.75	24	34.29
3	8	10.26	29	13.94	3	10.00	16	10.53	4	6.35	10	14.29
4	1	1.28	37	17.79	1	3.33	19	12.50	1	1.59	5	7.14
5	0	0.00	8	3.85	1	3.33	5	3.29	0	0.00	3	4.29
6	1	1.28	18	6.25	0	0.00	2	1.32	0	0.00	2	2.86
Totals	78	100.00	208	100.00	30	100.00	152	100.00	63	100.00	70	100.00

School A1 = 78
School A2 = 208
Total = 286

School B1 = 30
School B2 = 152
Total = 182

School C1 = 63
School C2 = 70
Total = 133

Total = 601

first year of Spanish than School A2; yet, there was a higher percentage who remained in the program for four, five or six years in School A2 with the GPA moving into the A, B range. However, in both schools, there were significant percentages in the A, B range who dropped out after three, four or five years of study.

This same pattern was found when Schools B1 and B2, C1 and C2 were compared except that the highest drop-out was found in the seventh grade instead of the eighth grade in Schools B1 and B2.

It is to be assumed that those dropping out with the lower GPA's did so because of grades. The cause of those with the higher GPA's dropping out after three, four or five years of study is yet to be determined.

Reasons Compared for Dropping Out of Spanish, for Taking Spanish, or for Continuing Spanish

There were 442 responses to a questionnaire given to Spanish students in both District 1 and District 2, with 147 responses in District 1 and 295 responses in District 2. School A1 had twenty-eight responses, School A2, ninety-one responses; School B1 and School B2, eighty-eight and 121 responses respectively; and School C1, forty-seven responses with sixty-seven from School C2. There were 190 who said that they had taken Spanish in junior high, ninety-six who said that they had taken it in senior high, and 139 who said that they had taken it in both junior high and senior high.

The questionnaire listed the following reasons for taking Spanish:

a. I was interested in the language.

b. My friends were taking it.

c. My parents or family wanted me to take it.

d. It will be useful for a future career.

e. I want to teach it.

f. A teacher encouraged me to take it.

g. A counselor encouraged me to take it.

h. A knowledge of a foreign language is a status symbol.

i. Other.

The compilation of the data for the total number of responses, and the comparison of the two districts and the six high schools shows that the main reasons for taking Spanish were: (1) interest in the language, (2) friends were taking it, (3) parents or family wanted them to take it, (4) requirement for high school and/or college. An insight into other cultures was listed as a lesser reason for taking Spanish.

The following reasons were listed on the questionnaire as reasons for dropping Spanish:

a. I didn't like it.

b. I didn't like the teacher's methods.

c. Other classes in which I was more interested interfered.

d. My class schedule interfered.

e. The next Spanish course offered was a combination of two or three levels in one class.

f. I couldn't understand the language.

g. I was counseled to drop Spanish by:

____1. the teacher

____2. the counselor

____3. my parents

h. I didn't like the textbook used.

i. I would like to have progressed further in Spanish but there was no other higher level offered.

j. Other.

The main reasons found for dropping-out were: (1) dislike of the teacher's methods, (2) low grades, (3) dislike of the language, (4) interest in other classes. Comparisons of District 1 and District 2 and all six high schools show the same results.

The questionnaire also asked for those who had taken Spanish or who were then taking three years of Spanish to answer the following: I continued to take Spanish because:

a. I like the language.

b. It has expanded my appreciation for another culture.

c. It has helped my English.

d. It is a status symbol.

e. It will be useful for my future career.

f. It will be useful for traveling.

g. I want to teach Spanish.

h. Other.

It was found that the most important reasons for continuing Spanish in both districts and schools were: (1) that Spanish had expanded an appreciation for another culture, (2) that the students liked the language, (3) that it helped in the study of English, and (4) that it would be useful for traveling or a career.

Results

The results from these data seem to be that in both districts the trend was to take Spanish in junior high rather than in senior high. The number of students studied decreased in percentage each year in the program. District 1 seemed to attract more students in the first year of Spanish, but District 2 seemed to retain a larger percentage of students through the six years. More students dropped out in the eighth grade than in any other year, with the tenth and eleventh grade following in that order. Also, a larger percentage of students with a GPA in the C range dropped out after the first, second or third year of study than at any other time. Students' GPA moved into the A and B range in the fourth, fifth, or sixth year of study. In the year of the final drop at any grade level (seventh through eleventh), the GPA was also in the C range. This same trend was generally followed when Schools A1-A2, B1-B2, C1-C2 were compared with each other. There was a significant number of students

in each comparison who dropped out at each level with a GPA in the A, B range. It is to be assumed that other influences were present to effect these drop-outs, as the lower GPA's tend to become a reason in themselves for the decision to drop out.

The most frequent reasons listed for dropping out of the Spanish program at any level were: (1) dislike of the teacher's methods, (2) low grades, (3) dislike of the language, and (4) interest in other classes. These explanations or excuses were compared with the original reasons for taking Spanish: (1) interest in the language, (2) enrollment of friends in the course, (3) encouragement from family, and (4) requirement for high school and/or college. Those who continued in the program seemed to do so mainly because they liked Spanish and felt that it expanded their appreciation for another culture. Interestingly, very few students dropped out because there was no higher level offered.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This "Comparative Study of Foreign Language Programs in Two Adjacent School Districts in the State of Utah and Their Effects on the Drop-Out Rate" indicates the following conclusions and recommendations.

Conclusions

As stated earlier, this study was initiated to see whether a sequential program would have any effect on keeping students longer in a foreign language program.[1] The following observations seem reasonable: District 1, the district that was not articulated in terms of course offerings, identical texts and full-time supervision, did have a significantly higher drop-out rate statistically than District 2 which was articulated in these terms. This latter district retained a higher percentage of its students in the upper levels of study. If articulation is considered in this manner, then a sequential program seems to be correlated with

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[1] See page 10 for the hypotheses which projected a belief that the district that had a well-articulated program would be expected to retain a larger percentage of students in its Spanish program. The district that had poor articulation would be expected to have a higher drop-out rate. The data in both districts seem to indicate that these hypotheses are valid.

keeping students in a foreign language program. However, an important part of an articulated program is also the ability through the teaching methods to make the foreign language course meaningful and attractive. It was seen in both districts that the main reason for dropping out was a dislike of the teaching methods. It was also found that most students dropped out at the eighth grade level with low grades. However, there were significant numbers who dropped out at any level in the A, B range. Articulation of courses, levels, and textbooks of the entire Spanish program may help in improving teaching methods to minimize the adjustment from one level to the next or one teacher to the next. It seems that foreign languages are more dependent on sequential learning than are mathematics, English, history or science.[2] Therefore, a coordinated program is essential for future learning to take place.

According to the study, the main reason for taking Spanish was because the students were "interested in it." The reasons behind this student preference need to be examined as a positive reinforcement for all others who are in the course or who are likely to register for it. Those students who continued in the program did so because they "liked" Spanish and felt that it would increase their appreciation for another culture. It would seem advisable to poll student attitudes towards language study and use these data

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[2]Pimsleur, et al., Under-Achievement, p. 29.

to improve the course in terms of objectives, articulation and teaching methods.

Foreign language teachers should take every opportunity available to publicize the need for a second language. District and school administrators, as well as counselors, need to work with the teacher to inform the student of the opportunities available to study foreign languages and of the benefits in so doing.

Recommendations for Further Study

From the comparison of these two school districts, it is apparent that two diverse programs exist within close proximity to each other. It is felt advisable that the attitude of the community adjacent to each high school be surveyed to determine its feelings toward foreign language in each district's curriculum. Known community feelings have always been a determining force in the decisions of the district's administrators and in the support given them by the community.

District 2, which seems to have a greater holding power on its students in the Spanish program than District 1, generally uses more selective criteria for its students entering the program. It is recommended that a study be made to determine if this selective process during registration has a positive effect on the retention of students in the program.

In this study, retention of students is the main

definition of program success. Other indices of success should be studied, such as: scores on national Spanish achievement tests, continuation of foreign language study in college, and use of the language after formal schooling.

Recommendations for Supervision

It has been seen through comparing the foreign language programs of both districts that District 2 with its articulated, well-supervised program retained a higher percentage of its students than did District 1 which is considered to have poor articulation and supervision. In order to improve the foreign language program of District 1, it is recommended that a statement of philosophy on the importance of the place of foreign language in the curriculum be written; that, at least, a part-time supervisor of foreign language be hired with full district status and responsibility; and that authority be given to articulate each foreign language program through the use of: (1) district numbering of courses, (2) a sequential chart of foreign language course levels, and (3) identical textbooks for any given level at every school.

The data from this study have shown that a significant number of students who dropped out at each grade level (seventh through eleventh) were in the A, B range of the GPA. If possible, special programs need to be set up for these students who are academically-oriented and may be college bound. At the same time, other programs should be

incorporated for the potential drop-out to meet his goals. It was found that these students do not continue after the second or third year in the Spanish program and drop out with a GPA of C or lower. Flexible scheduling should be allowed to maintain contact in the language for the student who is thinking of discontinuing for whatever reason. This student should be allowed two or three hours a week contact in the language in place of being "locked-in" for five hours weekly. The same arrangement should also be made for the upper grade level student who wants to begin a second language or who has other classes that interfere. At least four sequential years of an articulated program in all foreign language skills should be made available with all materials and media on hand.

The study has indicated that the highest percentage of students drop out at the eighth grade level after two years in the Spanish program. Some universities will accept seventh and eighth grade level foreign language as the two year entrance requirement. Therefore, these students might discontinue because the requirement has been met. Also, in both school districts 1 and 2, the seventh and eighth grade level schedule has only one and one-half open hours for electives while the ninth grade level schedule has from three to four open hours in which to register for non-required courses. Scheduling pressures may cause many of these drop-outs on the eighth grade level. Electives such as typing, algebra, drama, dance, advanced music, and

Latter-day Saint seminary are all choices for the student to make as well as his second or third year of a foreign language. (The state of Utah is unique in that in all junior high schools in the ninth grade and in some schools in the eighth grade in both districts, Latter-day Saint seminary is offered as an elective. The registration of the seminaries is conducted in advance of the school registration.) As may be expected, the pressure placed on students not only by the seminary program but by all the other elective courses, foreign language included, is excessive. The competition for these students is a reality, and foreign languages will continue to decline in enrollment if a program that will attract, recruit and retain the potential foreign language student is not established.

The study has also brought out the fact that in both districts the main reason for dropping Spanish is a dislike of the teaching methods. Teaching methods involve teachers and supervisors; therefore, it is recommended that foreign language teachers be given the opportunity to voice their opinions about the articulation and supervision of the programs in their districts. Their ideas need to be considered in the areas of textbooks, course materials, scheduling, improved methodology, and solutions to drop-outs. However, teachers need some guidance and District 2's experience seems to indicate that guidelines may be beneficial to the program. It is further recommended that to improve not only existing Spanish classes but all foreign language courses in either

district, all teachers be required to write a course of study with behavioral objectives of every course on every level. The results of this recommendation of management by objectives should result in better coordination of levels. Ideally, the district supervisor should be involved in this activity.

It is also recommended that a foreign language survey be given to all Spanish students as well as students in other foreign languages in both districts to determine the attitudes and expectations of these students. The survey should be administered by the teacher to his own classes, thereby giving him an opportunity to evaluate and improve his program in terms of his students' goals and objectives. Then he should be given the freedom, if possible, to implement his students' suggestions.

Pimsleur has said that "One of the principal causes of foreign language under-achievement is the schools' failure to provide a well-planned foreign language program."[3] Today's student has definite ideas of what his school career ought to offer him. His opinions may not always be right, and he may be guided only by his feelings; but he needs the opportunity to verbalize his needs and to be listened to. If his goals and expectations are not met in his foreign language study, he will eventually discontinue that study. Efforts should, therefore, be made to improve the foreign

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[3]Pimsleur, et al., Under-Achievement, p. 29.

language programs in articulation and supervision to counteract this decline in enrollment. Through the use of studies like this one, problem areas can be identified, and improved foreign language courses may be implemented to help meet the students' needs.

And finally, inasmuch as teaching methods involve both teachers and supervisors and materials as well, much emphasis should be placed on the training of the teachers. Qualifications for teachers should reflect knowledge of the language, love for the history and culture of the people from which the language comes, enthusiasm for the total situation, and an understanding of junior high and senior high students--their feelings, behavior, goals and purposes.

Anyone who understands the learning of students in any area of the curriculum knows that the teacher occupies the central and most important place or role in the whole drama of instruction. Yet, all other factors as discussed in the body of this study should aid in upgrading the Spanish program in those districts. Team-work--the coordination of money, materials, teachers, supervisors, administrators, students and the community--will succeed in making Spanish and all other foreign languages a looked-forward-to and a looked-back-on experience filled with rewards and satisfaction.

APPENDIX A

QUESTIONNAIRE USED IN INTERVIEWS OF DISTRICTS' FOREIGN LANGUAGE SUPERVISORS AND DIRECTORS OF SECONDARY EDUCATION

1. Is there a written philosophy of foreign language in your district?

2. At what grade level do you offer the first course in Spanish, and how many levels thereafter do you offer it?

3. What is the total possible number of years Spanish can be taken?

4. What textbooks or series of textbooks are used in the Spanish program in all schools and at all levels?

5. What prerequisites, if any, do you require of those students taking the first course in Spanish in seventh grade or any first level course thereafter?

6. Are there any FLES programs in your district?

7. Does the district have a full-time language supervisor? If so, what are the qualifications for the position?

8. What is the role of the foreign language supervisor in your district?
   --in choosing textbooks and materials?
   --in helping teachers teach?
   --in setting up district meetings?
   --in working with teachers to improve the curriculum?
   --in consulting for the hiring of new teachers?

9. What is the role of the director of secondary education in the area of foreign language?

10. What is the district philosophy about travel/study programs for students of foreign language?

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

NAME_____

DIRECTIONS: This questionnaire will take only a few minutes of your time and will be held in complete confidence.
Please place your name where indicated.
Please be as fair and as accurate as possible when answering the questions.
Please feel free to make any comments.

1. I took Spanish in: (Check one)
( ) junior high
( ) senior high
( ) both junior and senior high

because: PUT A CHECK (✓) BY THE MOST IMPORTANT REASON
PUT A CROSS (x) BY THE SECOND REASON

____a. I was interested in the language.
____b. My friends were taking it.
____c. My parents or family wanted me to take it.
____d. It will be useful for a future career.
____e. I want to teach it.
____f. A teacher encouraged me to take it.
____g. A counselor encouraged me to take it.
____h. A knowledge of a foreign language is a status symbol.
____i. Other._____
_____
_____
_____

2. I dropped Spanish after: (Check one)
( ) the first year
( ) the second year
( ) the third year
( ) the fourth year
( ) the fifth year

because: PUT A CHECK (✓) BY THE MOST IMPORTANT REASON
PUT A CROSS (x) BY THE SECOND REASON

____a. I didn't like it.
____b. I didn't like the teacher's methods.
____c. Other classes in which I was more interested interfered.
____d. My class schedule interfered.
____e. The next Spanish course offered was a combination of two or three levels in one class.
____f. I couldn't understand the language.
____g. I was counseled to drop Spanish by:
____1. the teacher
____2. the counselor
____3. my parents
____h. I didn't like the textbook used.
____i. I would like to have progressed further in Spanish but there was no other higher level offered.
____j. My grades were low.
____k. Other._____
_____
_____
_____

NOTE: THOSE WHO HAVE TAKEN OR ARE NOW TAKING THREE YEARS OF SPANISH, ANSWER THE FOLLOWING:

I continued to take Spanish because:

PUT A CHECK (✓) BY THE MOST IMPORTANT REASON
PUT A CROSS (✗) BY THE SECOND REASON

____a. I like the language.
____b. It has expanded my appreciation for another culture.
____c. It has helped my English.
____d. It is a status symbol.
____e. It will be useful for my future career.
____f. It will be useful for traveling.
____g. I want to teach Spanish.
____h. Other._____
_____
_____
_____

COMMENTS:_____
_____
_____
_____
_____

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